Nicole Lostritto

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Moore, S. (2003). Pursuing a sense of success: new teachers explain their career

decisions. *Educational Journal*, 40, 581-617. Retrieved from

<http://www.wilsonweb.com>

This study found that regardless of personal circumstances or characteristics of novice teachers the primary role influencing career decisions is the particular school site. This study found that teachers who felt successful with students were most likely to stay in the profession. Schools who are structured and organized around the growth of teachers and students felt more competent and able to meet the demands placed on them. The need for veteran teachers and administrators to act immediately to aid a new teacher’s development is stressed while noting how too often schools fall short in meeting some of the most basic conditions needed to succeed.

Rockoff, J. (2008). Does mentoring reduce turnover and improve skills of new

Employees? Evidence from teachers in New York City. *Columbia Business*

*School Lecture*. Retrieved from http://www.wilsonweb.com

This article examines the quality of mentoring and its effect on the outcomes on teacher’s feelings of success and students achievement. A significant relationship was found between quality mentoring and a teachers feeling of success in the classroom but the effect on teacher retention and student achievement was less evident. The study shows that that the strongest factor effecting teacher retention was having a mentor who actually taught in the same school as the novice teacher. Mentors who have this experience are able to be of more assistance when they have this type of school specific knowledge.

Kardos, S., Johnson, S. (2007). On their own and presumed expert: New teachers’

experience with their colleagues. *Teachers College Record*, 109, 2083-2106

Retrieved from <http://wilsonweb.com>

This article stresses the importance of understanding novice teacher’s perceptions of their relationships to their colleagues. This work suggests that new teachers may be more likely to stay in the profession and remain at their schools if they were to work in “integrated professional cultures.” In such environments interaction is promoted and ongoing between teachers at all levels of experience. The needs of new teachers and recognized and addressed. Teachers share a collective responsibility for the school rather than working independently in isolation.

Grossman, P., Valencia, C. District Policy

Fulton, K., Yoon, I., Lee, C. (2005). Induction into learning communities. *Prepared*

*for the National Commission on Teaching and America’s Future*. Retrieved

http:/www.nctaf.org

This article sites the importance of moving away from “factory- era schools”. It states, “The most persistent norm that stands in the way of 21st century learning is isolated teaching in standalone classrooms.” Teachers must become a part of a growing network. A new approach to teacher inductions needed that moves beyond the one to one mentoring approach that’s so common today. An essential element is that all share the responsibility for each other’s success and the success of the students. Strong professional learning communities must be developed to meet the needs of 21st century learners.

Grossman P., Valencia., C. (2001). District Policy and beginning teachers: Where

The twain shall meet. *Center of the Study of Teaching and Policy*. Retrieved

From <http://ctpweb.org>

This article examines the role district policies have in the lives in novice teachers. Policies such as curriculum, professional development, and mentoring were examined to see what role they played in shaping the professional experience of new teachers. These factors influence what and how new teachers learn about teaching. While most of the literature on this subject focuses on individual teachers: their fears,strengths, weaknesses and dispositions. This study focuses on alternate contexts such as state, district school, and departmental contexts. The focus is on how these contexts shape beliefs, concerns, practice and their opportunities for learning.